

		Strand	Session Title	Session Speaker	Room	Presentation Description
Thurs July 5	9:00 - 10:15am	Resources	I Still Love You: Nine Things Kids Need from their Parents, Caregivers, and Schools to Build Resilience <i>PART 1</i>	Dr. Gary Ungar	Newfoundland & Nova Scotia	How can we show children we love them even when they push us away? How do we make children more resilient when they are angry, self-harming, anxious, abusive or delinquent? In this story-filled presentation, Dr. Michael Ungar provides nine practical strategies parents, caregivers and educators need to help young people of all ages heal, no matter a child's emotional, psychological or behavioral problems. Based on material from his new book, I Still Love You, his clinical practice and his research around the world, Michael will share what families and schools have taught him about the power of unconditional love. Be prepared for an inspiring presentation. Michael's words will help you understand the importance of the everyday heroics that change children's lives, even when children's parents, caregivers and educators are frustrated and unsure what to do next.
Thurs July 5	9:00 - 10:15am	Equity	Equity and Diversity: Student Voice Perspective From OCDSB	Student Panel	Confederation II & III	A group of high school students from the Ottawa Carlton District School Board will provide the student voice perspective on how schools support their needs.
Thurs July 5	10:45-11:45 am	Resources	Over Committing to Your School Board	Phillip Hicks	Provinces 1	PHM insights work with school districts and divisions to align the strategic goals of the board to the school plans to drive efficiencies and effective decision making. This presentation will deliver practical ways to plan and report across school division and districts.
Thurs July 5	10:45-11:45 am	Resources	I Still Love You: Nine Things Kids Need from their Parents, Caregivers, and Schools to Build Resilience <i>PART 2</i>	Dr. Gary Ungar	Newfoundland & Nova Scotia	
Thurs July 5	10:45-11:45 am	Agile	Supporting Student Success through Agile Private-Public Partnerships	Iain Riffel, Susan Schmidt, Leta Potter, Ted Franson	New Brunswick	Join Pembina Trails School Division and IBM K-12 Education Canada for a rich discussion on the importance of partnerships in supporting student success. Pembina Trails SD, with support from IBM Canada's K-12 Education Division, is implementing a set of clearly defined standards for each role in the School Division to support every student's success in literacy. These Standards for Success in Literacy (SSL) are being implemented across the Division. Pembina Trails is engaged in their first full year of SSL, and they are excited to share how they are leveraging digital technology to support students and teachers in both teaching and learning. They will describe their journey and key lessons learned to strategically plan, implement, and monitor the SSL. The presentation will include an overview of their adventure and a moderated discussion with the senior administration team from the school division and the IBM education consultant. Audience members will be invited to participate in the discussion.
Thurs July 5	10:45-11:45 am	Tech	Using the Power of Digital Technology to Improve Learning and Communication	Carine Kinch and Damian Cooper	Confederation II & III	Today's teachers and students have in their hands the most powerful assessment tools for improving student learning: tablets and Smartphones. Used wisely and appropriately, these digital devices enable teachers and students to collect dynamic evidence of developing skills and competencies, as well as evidence of students' growing conceptual understanding. And these same devices enable this evidence to be communicated to students and parents instantly. But using digital technology to assess and communicate about learning represents a dramatic shift in practice for many educators. The VOCAL online, professional learning program, when coupled with FreshGrade, is an ideal strategy designed to support leaders and teachers as they integrate digital evidence of learning into both classroom and district assessment practice.
Thurs July 5	10:45-11:15am	Equity	Supporting Each Student: How The Youth Engagement Toolkit Brings Youth Voice and Inclusion into School Communities	Katherine Kelly	Provinces 2	Both research and experience have demonstrated that youth engagement and youth-adult partnerships can change a young person's life for the better. The Youth Engagement Toolkit is designed to provide the reader with insight into the 'how' and 'why' of youth engagement, as well as expected outcomes. Developed for the Pan-Canadian Joint Consortium for School Health by and with the Students Commission of Canada, the Youth Engagement Toolkit (developed in 2014 / redesigned in 2017) provides definitions of youth engagement, a 'how-to' guide for authentic and sustained engagement practices, and video clips, an indicator framework, and an evaluation model, with an extensive list and weblinks to Resources. The Toolkit's aims are threefold: (1) To help communicate the importance of youth engagement as a key approach in implementing comprehensive school health; (2) To provide research and rationale for practicing youth engagement in schools, school boards and districts, government ministries, health regions, and community organizations; and (3) To provide a 'how-to' resource of effective practices to support youth engagement in these contexts

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Thurs July 5	11:15am -11:45am	Equity	JCSH and the Newly-Revised Positive Mental Health Toolkit: How Education and Health Ministries Work Together to Support Each Student	Katherine Kelly	Provinces 2	<p>The newly revised Positive Mental Health Toolkit developed by the Pan-Canadian Joint Consortium for School Health (JCSH) presents a whole of school approach to individual wellness and healthy relationships within the school environment. The toolkit frames student and staff connectedness, autonomy support, and competency within a comprehensive school approach, applying evidence-based research and theory in practical and useful formats. The new toolkit is an eBook, available free in English and French. It has been developed by WMA Wellness Inc. of New Brunswick, assisted by an advisory committee of practice and policy experts from 7 provinces and territories and incorporating feedback from users throughout the country. The new PMH Toolkit aligns fully with the four components of the Comprehensive School Health Framework: Teaching and Learning, Social and Physical Environment, Partnerships and Services, and Policy. The JCSH is a partnership of 25 government ministries working to improve student well-being and achievement.</p> <p>Positive Mental Health (PMH) approaches have been correlated with enhanced student engagement and academic functioning, and to healthy and productive school workplaces. The application of Positive Mental Health perspectives and practices contributes to the development of environments where students, educators, and staff members can experience supportive connections, use and develop their strengths, and develop a greater sense of autonomy and self-determination.</p> <p>Interactive Component</p> <p>This presentation will be interactive, with attendees able to review the new toolkit, and discuss the impact of changes and the benefits of the new additions (including modules on PMH in the School Workplace and Resiliency in School Environments).</p>
Thurs July 5	12:45 - 1:45 pm	tech	Computing Immersion: using project-based learning and language arts strategies for better computer programming instruction	Emmanuelle Deaton	Alberta	<p>Computer Science is widely discussed and accepted as belonging to the sciences when, in fact, research shows that it is actually aligned with language arts. While not a lot of research has been done for effective pedagogy in computer science, a lot has been done in literacy and second language acquisition. As a consequence, we have an excellent understanding of reading and writing strategies that can be used to develop literacy skills in students. This presentation is based on evidence that there are commonalities between spoken language and computer language development, arguing that ultimately, we should be teaching computer programming as a language rather than as a science. Understanding that French Immersion is a far more successful way of teaching French as a second language than core French also means understanding that the foundation of French Immersion is project-based learning. Adults learning a computer language do so by completing many projects; students must therefore be empowered to learn computer programming through project-based learning</p>
Thurs July 5	12:45 - 1:45 pm	Equity	Student Profiles & Cumulative Folders	Darryl Denyes, clevr	Confederation II & III	<p>Over the past few years, the clevr team has been working with School Districts across Canada supporting the implementation of Digital Cumulative Records for students to support effective communication when students are transitioning between grades, between schools and even across Districts / Divisions. In addition, the development of a digital Student Profile that pulls together key information from the SIS and various other integrated clevr documents is an exciting project currently being implemented within a few clevr School Divisions.</p> <p>This session will provide an opportunity to see the current state of Student Profiles and Digital Cumulative Records from 3 different School Divisions / Districts. An overview and background of these projects will be shared and participants will have an opportunity to engage in a discussion about the value and direction of the cross District / Division Digital Cumulative Records project.</p>
Thurs July 5	12:45 - 1:45 pm	Play	Concussion in Sport and the Education Sector	Jocelyn East, Katherine Kelly, Stephanie Cowie	Provinces 2	<p>The intent of this workshop will be to present the current work and tools that have been developed to prevent, detect and manage concussions in sport over the last two years as well as the partnerships with the education sector that has been happening since. A discussion on how the sport, health and education sector can work together in those areas, including return-to-school and return-to-sport protocols will also be part of this session.</p>
Thurs July 5	12:45 - 1:45 pm	Resources	Creating and Leading Innovation	Apple Canada	Newfoundland & Nova Scotia	<p>What are the conditions for creating a culture of innovation? During this session, we will examine the difference between engaging in innovative projects and building innovative cultures. We will explore strategies that leaders can leverage to create the conditions for transforming learning environments and pedagogical practice. We will also look at the role that research can play in helping districts measure and support continuous innovation at a system level.</p>
Thurs July 5	12:45 - 1:45 pm	Equity	L'équité passe par la petite enfance	René Déquier	Quebec	<p>Plusieurs recherches démontrent l'importance du développement de l'enfant pendant les premiers cinq ans de la vie. Un environnement de qualité est encore plus important pour les enfants en milieu minoritaire en fonction de leur développement langagier. La réduction de l'écart de réussite à l'école et la qualité de vie en général peuvent être améliorées de beaucoup en intervenant à cet âge. L'atelier partagera des projets possibles pour un système scolaire. Ces projets tentent d'appliquer fidèlement la recherche dans un environnement où il y a peu de ressources et où le rôle varie entre partenaire et responsable. Les leaders de l'école peuvent agir de façon concrète pour travailler avec les partenaires de la communauté pour assurer la réussite de tous.</p>

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Thurs July 5	12:45 - 1:45 pm	Agile	Spaces and Places to Learn and Flourish	Karen Edgar, Gail Lalonde, Dan Evans, Russell Evans	New Brunswick	Some things happen by design and some happen by chance. Thames Valley District School Board has worked with Accent Environments (a chance meeting at the CASSA 2016 conference!) to highlight the power of flexible and adaptive seating, fidget tools and other adaptive strategies to maximize the learning and working environment for staff and students. This workshop will focus on how this work has unfolded, the impact it is having on student learning and as well on the research behind it (planning by design).
Thurs July 5	12:45 - 1:45 pm	Tech	Together We Learn: Teachers and Students as Active Co-Learners	Lucia Reece	Provinces 1	Come and discover the magic that can happen when you have students attend technology-focused professional learning with their teachers! This session will share what we have learned, the insights we've gained and our next level of work through having students and teachers, as co-learners, engage in professional learning. Our experience has opened our eyes to new possibilities and has left us wondering, "Why didn't we think of this sooner?"
Thurs July 5	1:15 - 1:45 pm	Tech	District School Student Achievement Visits Using Technology to Capture Evidence for Monitoring	Gregory Tabone	Provinces 1	In order to support monitoring effectiveness of School Improvement Plans for Student Achievement (SIPSA), board teams visit a different group of schools throughout the HWCDSB each year. As part of the SIPSA process, schools develop look-fors and guiding questions based on urgent student learning needs, which are shared with the board team. At each visit, the board team uses Microsoft OneNote on an iPad/iPhone to capture student voice, and pictures to provide evidence of student learning. Schools can use this feedback to monitor their SIPSAs. This session will provide a brief overview of this process, discuss the use of Microsoft OneNote, and give examples of evidence captured for SIPSA monitoring.
Thurs July 5	2:00 - 3:00 pm	Tech	Let's Talk Science: Building Out-of-this-World Digital Skills for All Students	David Lapides	Alberta	40% of Canadian schools use Let's Talk Science programs and resources. In this session CASSA-ACGCS members will experience and reflect upon Let's Talk Science's new, free, curriculum-aligned, hands-on activity that can help all students use critical thinking to build confidence in their digital skills. The activity has been developed in partnership with the Canadian Space Agency and enables teachers to engage their students with data and insight from a Canadian astronaut aboard the International Space Station. Participating educators will have access to free programmable devices that help them differentiate the learning experience for individual students. We will also review and discuss a related professional learning experience for educators on digital skills and equitable engagement.
Thurs July 5	2:00 - 3:00 pm	Agile	Experiential Learning through Travel - More than just a Global Perspective	Ari Sargon and Nancy Nightingale	New Brunswick	The presentation will explore the benefits of experiential learning and discuss how school boards can create accessible and equitable travel opportunities that genuinely enrich curriculum by engaging and inspiring all types of learners. The travel is not a field trip, it is the course!
Thurs July 5	2:00 - 3:00 pm	Equity	Student Profiles & Cumulative Folders	Darryl Denyes	Provinces 2	Over the past few years, the clevr team has been working with School Districts across Canada supporting the implementation of Digital Cumulative Records for students to support effective communication when students are transitioning between grades, between schools and even across Districts / Divisions. In addition, the development of a digital Student Profile that pulls together key information from the SIS and various other integrated clevr documents is an exciting project currently being implemented within a few clevr School Divisions.  This session will provide an opportunity to see the current state of Student Profiles and Digital Cumulative Records from 3 different School Divisions / Districts. An overview and background of these projects will be shared and participants will have an opportunity to engage in a discussion about the value and direction of the cross District / Division Digital Cumulative Records project.
Thurs July 5	2:00 - 3:00 pm	Resources	Resilience in Leadership	Barry Litun and Leanne Keyko	Newfoundland & Nova Scotia	Research by the Mental Health Commission of Canada, and numerous academics, highlights the importance of workplace wellbeing not only for individuals' quality of life, but also for the success and sustainability of organizations. This is especially true in the education sector, where leaders are uniquely positioned to positively influence the wellbeing of principals, teachers, students and communities and ultimately, contribute to creating a healthier and more productive society.  CASS's role in championing public education in AB includes promoting the wellbeing of education system leaders. To flourish in their roles, education leaders require personal and organizational resources to achieve optimal mental and physical health.  Responding to these leadership challenges, the CASS partnered with ASEBP in a unique collaboration designed to support CASS members in developing, enhancing and sustaining resilience. The Resilience in Leadership Project was informed by the latest research on resilience, wellbeing and organizational performance.  This session will provide meaningful discussion around the following: <ul style="list-style-type: none"> <li>•Resilience in Leadership Project overview and design</li> <li>•Key learnings around leader health and connection to organizational performance</li> <li>•Resilience in Leadership Model</li> <li>•Application in your school jurisdiction/organization</li> </ul>

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Thurs July 5	2:00 - 3:00 pm	Play	A Contemporary Focus on Comprehensive School Health in Canada	Dr. Antony Card	Quebec	Student and school wellbeing has become a pressing issue in Canada. In school communities across the country as well as internationally, the adoption of a Comprehensive approach to School Health (CSH), has garnered much attention and success in moving schools toward healthier outcomes. The CSH movement has led to an alignment of efforts, resources and approaches to support largescale authentic collaboration that spans the interests of both health and education. This session will provide an overview of the recent emphasis on CSH by examining some key research and evaluation findings, sharing examples of healthy school community success stories and highlighting the efforts of key organizations to form a Canadian Alliance for Healthy Schools. As the Alliance confirms it's 2020 priorities for action, participants will be invited to contribute towards the future of pan-Canadian school health.
Thurs July 5	2:00 - 3:00 pm	Tech	Consensus Building 2.0: The Evolution of Stakeholder Engagement	Tamara Nugent Chris Roehrig Michèle Giroux John Scroggie Karli Gresley-Jones	Confederation II and III	Thoughtexchange brings together a panel of education leaders to discuss real-world challenges they're facing, and successes they're having by leveraging innovative community and staff engagement solutions. Panelists will include: <ul style="list-style-type: none"> <li>• Tamara Nugent, Director of Education, Wellington Catholic District School Board</li> <li>• Chris Roehrig, Director of Education, Brant Haldimand Norfolk Catholic District School Board</li> <li>• Michèle Giroux, Executive Officer of Corporate Services, Ottawa-Carleton District School Board</li> </ul> You'll also get a chance to participate in a live Thoughtexchange at the conclusion of the session!
Thurs July 5	2:00 - 2:30 pm	Equity	Mental Health of Young Canadians – Promising Programs for Prevention and Promotion	Amy Fogarty	New Brunswick	Funded by Health Canada, the Mental Health Commission of Canada (MHCC) convenes stakeholders, develops and influences sound public policy, and seeks to inspire collective action in areas such as the justice system, primary health care, workplace, housing, and others that impact the lives of Canadians living with a mental health problem or illness and their families. This includes Canada's youth. Most mental health problems can be detected prior to the age of 24, and 50% of these difficulties surface before the age of 14. The MHCC takes a prevention-driven approach around much of our work. Keeping people healthy – and intervening early when they become unwell – is not only a predictor of better outcomes, it is also the best way to bend the cost curve across the lifespan. Our projects take a strengths-based, recovery-oriented approach, which includes components of building resiliency and mental health promotion. Some examples of this approach Mental Health First Aid (MHFA) and HEADSTRONG. MHFA is the help provided to a person who is developing a mental health problem, experiencing a worsening of an existing mental health problem or in a mental health crisis. Seven different course versions are available in Canada, including MHFA Adults who Interact with Youth, which includes content on substance-related disorders, mood-related disorders, anxiety and trauma-related disorders, psychosis, eating disorders and deliberate self-injury. MHFA Adults who Interact with Youth is intended for an adult audience whose primary focus is youth (ages 12-24). Participants who take this course are well prepared to interact confidently about mental health with the young people in their lives, including at schools, extra-curricular activities, social services, family, friends, and communities HEADSTRONG is an evidence-based anti-stigma initiative that teaches youth ages 12-18 how to reduce stigma and become mental health champions in their schools. It is a 2-part model, beginning with a Summit, where youth learn about a toolkit that can help them to continue to raise awareness at their school. In 2018, the Commission will be exploring the relevance and reception of Mental Health First Aid Australia's Teen course in Canada. This session will share information about MHFA Adults who Interact with Youth, HEADSTRONG and a potential MHFA Teen course for Canada, and how these programs address the unique needs of Canada's youth population. The audience will gain a better understanding of how these programs can contribute to supporting the mental health of Canada's youth.

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Thurs July 5	2:30 - 3:00 pm	Equity	Adult & Continuing Education: Meeting Diverse Needs of Learners & Communities	Peter Atkinson	New Brunswick	<p>In this interactive session, participants will explore the significant ways in which Adult &amp; Continuing Education (ACE) programs can help school districts/boards address their core priorities of increasing student achievement, meeting the diverse needs of students, providing learner pathways, and addressing community needs. By means of a virtual gallery walk, participants will be exposed to artifacts (ie. pictures, videos, testimonials etc.), gathered from schools across Ontario, which demonstrate the innovative ways in which ACE programs are responding to the needs of an increasingly diverse student population.</p> <p>This presentation was developed over the past school year and is the product of extensive research which involved interviews with a number of supervisory officers and Directors of Education and a rigorous examination of dozens of ACE programs from across Ontario. The presentation incorporates a number of new and significant publications, including "Building The Workforce of Tomorrow" (Ontario Ministry of Education, 2016), "Ontario's Education Equity Action Plan" (Ontario Ministry of Education, 2017), "Ontario First Nation, Metis, and Inuit Education Policy Framework" (Ontario Ministry of Education, 2007), and "New Pedagogies for Deep Learning" (Fullan, Quinn, &amp; McEachen, 2017).</p> <p>Although much of the presentation is set in the Ontario context, links are made to ACE programming and school district priorities across the country.</p> <p>Digital technologies have been leveraged in the creation of this presentation. Examples include the use of Today's Meet, Kahoot!, and Twitter.</p>
Fri July 6	8:45 - 9:45 am	Tech	Innovation Research Results Using a 1:1 iPad to Student Ratio	Gregory Tabone	Alberta	<p>The Hamilton-Wentworth Catholic District School Board (HWCDSB) has embarked on a three-year research initiative that focuses on junior level students (Grades 4-6) and teacher learning. In year two of the project, the 2017-2018 Innovation Research Initiative will continue to investigate the impact that regular access to mobile technology has on instructional practices, student engagement and student learning. The presentation will discuss the findings of the research to date and discuss the professional development that teachers received throughout the process. Best practices will be highlighted.</p>
Fri July 6	8:45 - 9:45 am	Play	All Schools Can Be Healthy Schools: Ophea's Healthy Schools Certification	Sarah Christie	Provinces 1	<p>Since Ophea's Healthy Schools Certification launched in September 2015, over 450 elementary and secondary schools from across Ontario have committed to using the 6-Step Healthy Schools Process to enhance the health and well-being of their school community. Join us to learn more about how Healthy School Certification builds the capacity of schools to identify and address a priority health topic in their school community through the engagement of students, educators, and community partners. Healthy Schools Certification is adaptable to every school community and builds in province-wide celebration and recognition of healthy schools.</p>
Fri July 6	8:45 - 9:45 am	Resources	At Your Schools but Off Your Plate: How Divisions Win Big by Hosting World-Class Parent-Paid Afterschool Programs	Michelle Wilkens, Kathi Weight, Susan Schmidt, Ted Franson	Provinces 2	<p>Growing research highlights significant positive impact on children who participate in quality afterschool programs -- benefits that extend to division performance and working families, while counteracting risks associated with lack of supervision after 3pm. Yet self-op resources can be scarce, parent demand often exceeds available programming, and many programs just babysit, missing a critical opportunity to provide meaningful enrichment that yields long-term rewards. Without dipping into limited resources and even earning revenue, divisions who partner with a high quality afterschool provider can become part of a multi-pronged solution -- for children, parents, and their own mission and bottom line. This presentation will detail how a Winnipeg Division (MB) and Washington District (US) successfully did so, taking afterschool off their plates while still maximizing non-instructional hours for student, family, and division-wide gains.</p>
Fri July 6	8:45 - 9:45 am	Equity	Recess Project Canada and Physical & Health Education Canada present a National Strategy for Recess.	Dr. Lauren McNamara, Sharon Jollimore, Stephanie Talsma, Tricia Zakaria	Newfoundland & Nova Scotia	<p>During the school day, children need opportunities for free play and positive social interaction with peers, and recess provides an important space for this to happen. Yet, research on recess in Canadian schools indicates unacceptably high levels of boredom, conflict, exclusion, and victimization that undermine healthy play and positive social interactions. In this presentation, Recess Project Canada and Physical &amp; Health Education Canada will discuss their partnership and unveil their Pan-Canadian strategy for addressing long-term, systemic changes to the way schools approach recess. They will share the four areas that will drive this change: 1) Research: current research on recess in Canada and abroad, including evidence and lessons learned from intervention research on recess; 2) Knowledge Mobilization: strategies for addressing overall cultural attitudes that shape the social and physical climate of recess; 3) Policy and Legislation: moving forward with developments at regional and provincial/territorial levels; and 4) Practice: Targeted working groups that will provide role models for widespread new practices.</p>
Fri July 6	8:45 - 9:45 am	Equity	Personalized Education - Every Student Matters	Jeney Gordon	Quebec	<p>CAPE's data-driven personalized program aims to tailor each student's learning plan to the needs of each learner. The personal learning plan supports each learner's particular learning style, aptitudes, interests, needs and gifts to maximize learning and the development of life-long learners and prepare each learners for work and citizenship in the 21st century.</p>

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Fri July 6	8:45 - 9:45 am	Agile	Balanced Numeracy - A Focus on Curricular Competencies	Kirk Savage	Confederation II & III	<p>The Chilliwack School District has created and implemented a unique, student-friendly assessment and practice tool that enhances any balanced math program. The templates and rubrics are simple, straightforward and provide a clear snapshot of learning evidence. Effective and authentic 21st century assessment extends far beyond gathering data on paper, however. Our "Student Numeracy Assessment &amp; Practice" (SNAP) can inform the rest of the learning process and drive the purposeful, responsive action needed to guide your students down the path to mathematical proficiency.</p> <p>This presentation will resonate with system leaders and educators at all levels, but the practical examples will focus on student achievement and classroom practice in grades 1 - 9.</p>
Fri July 6	10:15 - 11:15 am	Resources	Student Sexual Abuse: Mitigating Risk and Building Capacity	Noni Classen	Alberta	<p>The Canadian Centre for Child Protection (Canadian Centre) is a national charity working to reduce the incidence of missing and sexually exploited children. The Canadian Centre operates Cybertip.ca—Canada's tipline for reporting the online sexual exploitation of children, which is part of the Government of Canada's National Strategy for the Protection of Children from Sexual Exploitation on the Internet. As part of our mandate, we are committed to keeping our educational material relevant in the landscape of the 21st century by using information collected from Cybertip and external sources to identify emerging trends and risks for children and youth. As an example of this commitment, the Canadian Centre undertook a study focused on child sexual abuse perpetrated or allegedly perpetrated by personnel working in Canadian Kindergarten to 12 schools between 1997 and 2017. The study revealed a number of interesting points about the larger student victim and offender demographic patterns and characteristics across Canada. The study found 750 cases involving a minimum of 1,272 students and 714 offenders, 87% of which were male. 86% of all offenders were certified teachers and offenders employed grooming as the main tactic in 70% of cases. Of the child/student victims, 75% were female, 55% were sexually abused on school property, and over two-thirds of all victims were in high school at the time the offense was committed. Finally, almost three-quarters of offenders from the study were charged with at least one criminal offense, and of the cases that proceeded to trial, 70% resulted in findings of guilt. It is significant that although the study found the known number of school employees sexually offending against children is relatively small compared to the overall population of personnel, the frequency of such cases is certainly occurring more than one would expect. The goal of providing this information is to help school leadership be in a position to properly mitigate risk and to help identify additional prevention and intervention strategies to address the problem, ultimately in an effort to raise awareness and build capacity through professional development to create safe environments for children.</p>
Fri July 6	10:15 - 11:15 am	Equity	Toward Fully Appropriate Public Education in Manitoba	Leslie Eblie Trudel	Provinces 2	<p>This presentation documents a compelling educational journey in Manitoba. While students with exceptional needs were once excluded entirely from attending public schools in the province, legislation now requires that schools provide accommodation for all students. The debate has recently extended beyond students with exceptional needs, to consider greater diversity reflecting the fabric of Manitoba youth. Perspectives are expanding beyond the idea of required accommodation, to more authentic, continuous improvement in educating students with diverse needs. Defining and supporting success for all learners in Manitoba is critical within this context. This will be an interactive session with opportunities for participants to discuss and share their experiences with the evolution of public education across the country.</p>
Fri July 6	10:15 - 11:15 am	Agile	Relationships Matter: Supporting Multiple Pathways to Student Success	David Trantor	Newfoundland & Nova Scotia	<p>How do we truly support all students to be successful, while also recognizing that the path toward success will look quite different for each student? How can educators attend to the diverse needs of their students, address countless education initiatives, and maximize academic achievement, while fully supporting student well-being? Traditionally, educators have focused on student output to support and track success. However, research shows that what matters most is educator input. Specifically, what matters is the quality of the educator-student relationship, along with the richness of the conditions that support human development in all its forms. When educators focus on the HOW and WHY of teaching (and not just the WHAT), then student success, in all of its forms, will flourish. This presentation will examine what it truly means to be a Relationship-Based Educator and introduce the Eight Conditions that support student success (i.e., academic achievement and well-being).</p>
Fri July 6	10:15 - 11:15 am	Equity	Changing your LENS: Leading Equitable and Nurturing Systems and Schools	Karen Edgar, Melanie Ferdinand, Matthew Sereda, Candace Parrack	Quebec	<p>The demographic of our schools continues to change as Canada evolves as a country. These require us to continually learn and adapt to meet the needs of the students in our schools. This workshop will focus on diversity, poverty, and trauma and what educators can do to embrace, understand and support our students and families.</p>
Fri July 6	10:15 - 11:15 am	Tech	Social Media and Internet Law in the Classroom	Nadya Tymochenko and Gillian Kutarna	Confederation II & III	<p>The presenters have recently written a book entitled "Educator's Guide to Social Media and Internet Law in the Classroom" and will discuss key themes from the publication, with a focus on including the principles underlying an effective Responsible Use of Technology policy for school boards.</p>

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Fri July 6	10:15 - 11:15 am	Equity	BC's SOGI Story: Supporting Each Student Through SOGI-Inclusive Schools	Claire Guy	New Brunswick	This presentation will chronicle the journey of the highly successful SOGI (Sexual Orientation Gender Identity) work in British Columbia over the past few years. SOGI-inclusive schools are now an expectation in BC and through the unified and coordinated support of the BC Ministry of Education, the ARC Foundation, and the many partner groups, BC is leading the way in supporting all members of the LGBTQ+ school community through initiatives such as SOGI 1 2 3 and the sogieducation.org website. Claire Guy, Executive Director for the BC School Superintendents Association will share stories of success and challenges and provide examples of policy, Codes of Conduct, practical tips and strategies to support more welcoming and inclusive schools for all students.
Fri July 6	10:15 - 10:45 am	Agile	Teach Resiliency: Meeting the diverse needs of teachers and students	Stephanie Talsma	Provinces 1	With an ever-present need for trusted resources to support the diversity of student and teacher needs surrounding mental health, PHE Canada launched Teach Resiliency. This innovative online portal provides resources and supports to promote and strengthen the well-being of educators and their students. Delegates will receive a tour of the Teach Resiliency portal to access strategies, tools, and resources (podcasts, tip sheets, videos) most meaningful to them.
Fri July 6	10:45 - 11:15 am	Play	Supporting Capacity and School Effectiveness in First Nations Schools	Stephanie Talsma	Provinces 1	Move Think Learn (MTL) supports physical literacy development, increases students' confidence, competence and their motivation to become more physically active. Using holistic approach, we partnered with the Prince Albert Grand Council and Growing Young Movers, Inc. to test the effectiveness of MTL with children and youth in First Nations schools. We will share our research findings and next steps toward improving school effectiveness in on-reserve schools.
Fri July 6	11:30 - 12:00 pm	Resources	Apps for Superintendents	Thomas John Fauteux	Alberta	<p>All participants attending the information session will be given the opportunity to download the Expense App for their use no matter what province they are from. This is a gift from CODE.</p> <p>(1) CODE Expense App</p> <p>Digitize personal or business expenses instantly. Available Now! Free to superintendents at code-expenses.weeverapps.com</p> <p>Quickly digitize expenses.</p> <p>Add photo of receipt or invoice, travel information and check meal type for standard meal rates.</p> <p>Manage expense status and add comments.</p> <p>Add your digitized expenses to your board's expense report. Update the status of each expense when the expenses are added. Mark as "Closed" when the expenses are paid.</p> <p>Private access to your expenses.</p> <p>Manage your expenses - sort, date filter, search. Provide access to admin assistant. Download spreadsheet &amp; email PDF.</p> <p>(2) CODE School Visit App</p> <ul style="list-style-type: none"> <li>• Superintendents submit forms for their school visits.</li> <li>• They can view any form they submitted in their PRIVATE "My Notes" section.</li> <li>• They can edit and update the forms as they go, share form records as documents via email (or print/download a PDF) and they can close the forms to remove them from their "OPEN" section.</li> <li>• If they wish to add a form, they can simply upload the form to the app, which you will review and let us know if you want it added to the app.</li> <li>• Or you can simply add it to the app using Form Builder if you want.</li> </ul> <p>(3) CODE Training App</p> <p>This app is under development but will be ready for the July CASSA meeting.</p> <p>Training Manager is an enterprise-class webapp software product that provides a secure, flexible and engaging training experience on virtually any device -anywhere, at any time.</p> <p>Training Manager allows trainers to:</p> <ul style="list-style-type: none"> <li>• Build courses</li> <li>• Collect data on staff process, course progress and quiz content</li> <li>• Manage course assignments</li> <li>• Share reports</li> </ul>
Fri July 6	11:30 - 12:00 pm	Equity	A Whole Community Response to Improving School Outcomes: A Case Study of Three Kindergarten-Grade 8 Schools with a High Incidence of Poverty	Irene Nordheim and Darcy Cormack	Provinces 2	A whole community approach to build stronger and healthier communities and families will be discussed with the belief that as a result of engaging students, families and community organizations in positive, collective activity there will increased positive school outcomes and improved graduation rates. The method for this inquiry will be shared along with lessons learned along the way.



		Strand	Session Title	Session Speaker	Room	Presentation Description
Fri July 6	11:30 - 12:00 pm	Equity	Developing a Continuum of Action: SEL to Positive Mental Health	Pius Ryan and Jeremy Church	Newfoundland & Nova Scotia	The presentation provides an overview of a school district's intentional, systemic, and systematic approach to the design and implementation of an SEL continuum inclusive of social emotional learning to integrated mental health services. The complex process of working with community, district staff, and school based administration to develop a model, shared language, and strategic action will be reviewed. In addition, the presenters will detail the current framework for action which includes a deliberate focus on sense of belonging for each student, the teaching of SEL skills, the implementation of a grade 9 positive MH curriculum, and the development of an integrated MH hub.
Fri July 6	11:30 - 12:30 pm	Play	Active Recess: Bringing a Change to Recess Culture to support student well-being	Morris Hucal	New Brunswick	Recess is a time normally allocated in the school day for a child's recreation, where free play should be the primary component. Children participating in free play and low structured activities at recess can accrue physical, emotional, cognitive and social benefits. Research and best practices show that recesses with an enriched environment and activities promoted by caring, trained supervisors and leaders will maximize these benefits to the students and enhance the overall well-being of the school and the community. The Linking the School, Energy on the Playground, All Play, Dynamic Leaders (L.E.A.D.) Recess program is a comprehensive leadership program designed to create a strong school community through play. L.E.A.D. creates a positive recess culture at the school resulting in an active and inclusive recess experience for elementary students. The program focuses on physical activities at recess while attempting to foster a recess environment that supports the social and emotional well-being of students.
Fri July 6	11:30 - 12:30 pm	Play	Reimagining Health and Physical Education: Changing our minds can change student lives	James McKinnon and Ted Temertzoglou	Provinces 1	The United Nations Education, Scientific & Cultural Organization (UNESCO) identifies that quality physical education programs support physical literacy, civic engagement, academic achievement, inclusion & health. The World Health Organization (WHO) has declared that quality Health and Physical Education programs "lay the foundation for lifelong active living, enhance health and well-being, and help to prevent and/or reduce future health problems." Join us as we chronicle our journey of how adopting a new approach to delivering the health and physical education curriculum can have positive, lifelong impact, on each and every student; their families and the communities we serve.
Fri July 6	11:30 - 12:30 pm	Tech	Integrating Technology to Increase Engagement and Individualize Instruction: Blended Learning in Today's Classroom	Kristie Clements	Quebec	Technology integration is at long last making a paradigm shift in the way we teach children! With the foundation and rigor of today's standards and the demand for students to be college and career ready, student engagement and individualized instruction are key to meeting the needs of all students. Creating a blended learning environment by incorporating research-proven technology programs to provide reading interventions, close performance gaps and increase student achievement is essential to the success of all students. Lexia Reading Core, Lexia's newest adolescent learning program PowerUP, and Lexia RAPID literacy assessment screener provide the necessary tools for districts, boards, and schools to individualize reading instruction through a blended learning model including engaging online lessons, embedded progress monitoring, and targeted intervention lessons. If you want dramatic results for your students, this session is for you!
Fri July 6	12:00 - 12:30 pm	Equity	Mistahi Mëkowiin: An Epistemology of Indigenous Leadership for School Improvement	Gordon A. Martell	Provinces 2	Despite a national presence of an improvement imperative for Indigenous student learning, Indigenous students outcomes continue to lag in publicly funded schools in Canada. While school leaders plan for and resource improvement initiatives for Indigenous students, discourse on improvement and Indigenous learning paradigms have not merged in any significant theoretical or practical manner. In this regard, there is much to be learned from Indigenous educational leaders and partnership schools, that bring unique epistemological insight to improvement discourse. This presentation will unfold three Indigenous student improvement narratives that have all been recognized as recipients of the Saskatchewan Premier's Board of Education Award for Innovation and Excellence in Education. All three schools are partnership projects of Greater Saskatoon Catholic Schools and Saskatoon Tribal Council. The three schools include an urban First Nations high school with increased credit delivery and graduation rates, a core-neighbourhood school that links wellness and learning, and a First Nations language school achieving markedly improved English language literacy results. Through these narratives, an epistemology of Indigenous leadership for school improvement will unfold within the nehiyaw (Cree) concept of Mistahi Mëkowiin or Generosity. This appreciative orientation to improved Indigenous student learning outcomes is useful for all district leaders to consider the role of Indigenous leadership, re-framing Indigenous student learning outcomes in an appreciative sense and instigating innovations that contextualize learning improvement in Indigenous and western contexts and theories. Participants will gain an appreciation for the role of Indigenous theory in improvement discourse and acquire the skills and knowledge to instigate positive change in their districts. School leaders are challenged to identify their Calls to Action in pursuit of Truth and Reconciliation with Indigenous peoples. Our greatest value proposition as educational leaders is our contribution to improved student learning outcomes. Indigenous improvement discourse is a hopeful orientation that has the potential to change outcomes and re-cast school improvement as a shared endeavour between school leaders and Indigenous communities in Canada.



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Fri July 6	12:00 - 12:30 pm	Resources	Employee Wellness Strategic Action Plan	Michael T. Gray	Alberta	Research tells us that a strategically designed employee wellness program promotes a progressive workplace culture with positive outcomes with respect to staffs' productivity, morale, absenteeism, presenteeism, and healthcare benefit costs. The purpose of the workshop is to provide participant schools boards with a comprehensive framework that promotes employee wellness, fosters positive working relationships, and is aligned with your organization's strategic plan and objectives. The workshop will address strategic actions, including training tools and resources, organizational awareness, system communications, stakeholder collaboration, promotion of physical activity, and continuous quality assurance that support employee wellness in your school communities. The workshop will also focus on employee mental well-being strategies with administrators leading mentally healthy schools that help foster a stigma-free workplace culture.
Fri July 6	12:00 - 12:30 pm	Equity	Exploring the Benefits of Pet Therapy in Schools	Brigitte Valois	Newfoundland & Nova Scotia	Following the implementation of a pet therapy project in my high school, I was overwhelmed by the positive response and unexpected benefits of such a program. From the reduction in aggression and anxiety to the facilitation of relationship building, the benefits of a pet therapy dog at school were much more widespread than anticipated.